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the same author, has been read and dramatized. In the spring quarter, *Viking Tales*, by Jennie Hall, and *The Story of Siegfried*, by Baldwin, will be read.

*French*.—The work will connect with the study of flowers and birds. A French picnic at Thatcher's Park (Oak Park) is anticipated.

Arithmetic will be essential to the work in nature study, history, and geography, and in keeping account of the expenses incurred by the children. Drawing, painting, clay-modeling, and manual training will be made use of as the study of the central subjects demands.

## FIFTH GRADE.

GERTRUDE VAN HOESEN.

*History*.—The settlement of New York.

I. Story of Henry Hudson: (1) geography of the Hudson valley; (2) read *Rip Van Winkle*, by Washington Irving.

II. Character of the Dutch: (1) geography of Holland; (2) customs of the people; (3) read *Hans Brinker*; (4) read *Little Town of Brook*, by Washington Irving.

III. Settlement of New Netherlands: (1) establishment of trading posts; (2) New Amsterdam; its position; study maps to see its importance as a gateway to the West; (3) cause for the estates of the patroons; (4) compare with the English colonies in regard to trade, schools, and political and religious freedom; (5) story of Peter Stuyvesant; (6) change from Dutch to English rule—causes and results.

*Geography*.—Study of geographical conditions influencing the settlement of New York. Study of Hudson river as a type of drowned river valley. Experiment in laboratory, showing methods of formation of such river valleys. (See Miss Baber's "Outline for Fifth Grade," secs. 2 and 3.)

*Civics* (from Miss Rice's outline, November, 1901).—Protection: (1) Fire—appliances; stories of firemen and their work; taxation necessary for the support of the fire department; history of the methods of protection from fire; relation of fires to modes of building. (2) Police—duties; cost of maintenance; public institutions under their care; contrast soldiers at Fort Dearborn; the knight of Middle Ages; the tithing man of New England. (3) Life-saving station—duties of the crew; value to Chicago. (4) Sanitation—sewerage; garbage; board of health.

*Science*.—Observations in connection with the awakening of spring: (1) birds; (2) insects; (3) trees; (4) plants; (5) the change in the sun's shadow; (6) the difference in temperature; (7) the changing landscape, recorded in water-color.

In connection with study of plant life the work will naturally be divided into two related parts: (1) observation, (2) experiments to explain that observation: (a) the water relation; (b) the heat relation; (c) the light relation. Each child or group of children will be held responsible for some part of the

work, and a report will become a necessity, as it will be an important part of the whole.

The care of the garden will form a large part of the spring science. The preparation before planting, the planting and weeding, and the individual habits of growth of the different plants, will of necessity be observed, as the active part taken by the children in caring for the plants will require such observations, while the records made will make their observations more definite.

*Dramatic reading.*—*Rip Van Winkle*, by Washington Irving ; poems of heroism.

*Industrial arts.*—Clay-modeling, manual training, weaving, painting and drawing, and gardening.

*Arithmetic.*—Fractions, simple decimals and percentage, and use of the metric system.

## SIXTH GRADE.

MARY REED.

*History.*—During the winter quarter the history study has been the stand for independence made by the American colonies. The story of the Greeks at Marathon, Thermopylæ, and Salamis shows an event of similar meaning in a very different period of history. The study of the Greek wars with the invaders makes necessary a presentation of Greek life as a whole, especially within the cities of Athens and Sparta.

1. The Persian wars : stories of Marathon, Thermopylæ, and Salamis.
2. The training of the Greek warrior ; comparison of the education which Sparta and Athens gave their youth ; study of Greek games through sculpture ; the Olympic games, their preparation, conduct, and rewards.
3. The city of Athens as the best type of civic beauty ; the Acropolis ; the Parthenon, with special regard to the story of its frieze ; a comparison of the early and later sculpture, to show quite simply the growth of artistic skill.
4. Our present-day use of Greek art and its evidences in the fine buildings of Chicago : a comparison of our best public buildings with those of Athens and a consideration of the proposed plan for the beautifying of Chicago.

*Geography.*—I. In connection with Greek history a study of Eurasia will be begun, Europe being studied in detail and with special reference to the peninsula of Greece.

1. Eurasia : size, shape, topography, drainage, and climate ; comparison with North America.
2. Europe : position in relation to the continent as a whole ; mountains, plains, and plateaus, and their effect upon climate and cultural development ; drainage.